

New ALS Directors/ Charter School Leaders Title III and ELL Issues

Rita Brock
ELL/Title III Specialist
Federal Programs
Utah State Office of Education
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Training's Goals

1. To assist new directors to interpret and to proceed appropriately in response to federal Title III requirements
2. To clarify activities that support the interpretation and implementation of Title III
3. To present general principles of appropriate uses of funds (Supplement versus Supplant)
4. To learn English Language Learner (ELL) Identification, Placement and Assessment procedures.

Who Are English Language Learners (ELLs)?

LEP (Limited English
Proficient)

ELLs Definition

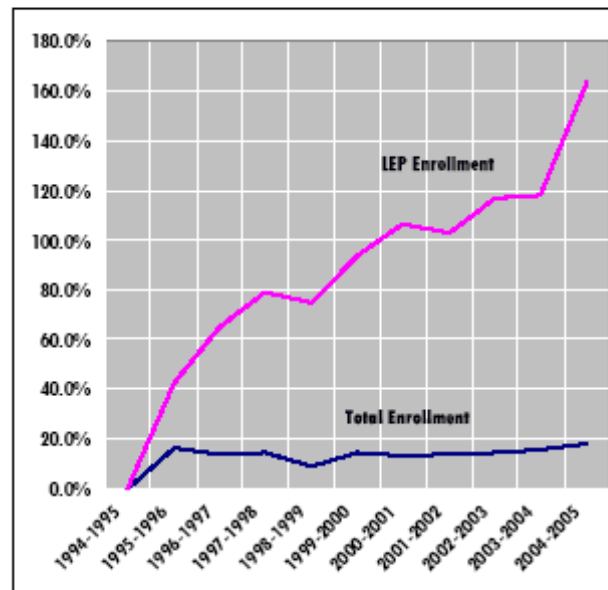
- ELL's are students whose first language is not English and who are in the process of learning English.
- Students who have difficulties in speaking, reading, writing, or understanding the English language.
- Students who score “Below Proficient” on the state English language proficiency assessment

UTAH

OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, and ACADEMIC ACHIEVEMENT for LIMITED ENGLISH PROFICIENT STUDENTS

RATE OF LEP GROWTH 1994/1995-2004/2005

	Total Enrollment	Growth from 94-95	LEP Enrollment	Growth from 94-95
1994-1995	418,476	0.0%	21,360	0.0%
1995-1996	487,043	16.4%	30,492	42.8%
1996-1997	478,028	14.2%	35,286	65.2%
1997-1998	479,151	14.5%	38,269	79.2%
1998-1999	456,450	9.1%	37,275	74.5%
1999-2000	480,255	14.8%	41,306	93.4%
2000-2001	475,269	13.6%	44,030	106.1%
2001-2002	477,801	14.2%	43,299	102.7%
2002-2003	479,617	14.6%	46,342	117.0%
2003-2004	483,685	15.6%	46,521	117.8%
2004-2005	494,574	18.2%	56,319	163.7%



Sources: U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001 summary reports; state publications (1998-1999 data); enrollment totals from the National Center for Educational Statistics Core of Common Data, 1998-1999 through 2004-2005; FY 2002 Consolidated State Applications for State Grants under Title IX, Part C, § 9302 of the Elementary and Secondary Education Act (P.L. 107-110); 2004-2005 Consolidated State Performance Reports; and additional 2002-2005 data reported by state.

August 2006



Top Common Languages in Utah

- ◉ Spanish
Bosnian
- ◉ Laotian
- ◉ Tongan
- ◉ Vietnamese


Title III Overview

- The purpose of Title III
- Minimum Qualifications
- How Funds Can Be Spent
- SEA/LEA Required and Authorized Activities
- LEAs Responsibilities
- Annual Measurable Achievement Objectives
- Identification/Placement/Assessment
- Immigrants Children and Youth
- Services to LEP Students in Private Schools
- Teacher Fluency
- Parental Notifications
- Conclusion/Quiz
- Resources/Websites

The Purpose of Title III


- Ensure that ELL, and/or immigrants attain English proficiency
- Develop high levels of academic attainment in English
- Meet the same challenging state academic standards that all children are expected to meet
- Promote parent and community participation in bilingual/ESL education programs for LEP children.

Minimum Qualifications



Districts must have enough ELL students to qualify for a minimum \$10,000 grant or form a consortium with other districts to reach the minimum grant allotment

How Title III Funds Can Be Spent



Services provided with Title III funds are in addition to, and do not replace or supplant services that students would otherwise receive.

- Supplement = in addition to
- Supplant = to take the place of

How Title III Funds Can Be Spent

- English language development programs provided after school or on Saturday
- Enhanced instruction in the core academic subjects
- High-quality professional development for teachers and other staff
- Parental involvement activities
- Providing community participation programs, including family literacy and parent outreach
- Alternative Bilingual Education Programs

How Title III Funds Can Be spent (cont.)

- Upgrading program objectives and instructional strategies
- Identifying and improving curricula, materials and assessments
- Providing tutorials for academic and/or vocational education
- Intensifying instruction
- Acquiring or developing educational technology
- Coordinating language instruction programs with other programs and services

How Title III Funds Can Be spent (cont.)

- Classroom instructional assistants, tutors
- Translation Service for parents of ELLs
- Private School consultation
- Intensifying instruction
- Acquiring or developing educational technology
- Coordinating language instruction programs with other programs and services

Inappropriate Use Title III Funds

Title III funds may NOT be used for:

- Administration and development of ELP Annual Assessment, nor the Screening / Placement test
 - substitute teachers during test administration;
 - scoring or reporting of ELP assessment results;
 - training incentives related to administering the ELP assessment;
 - materials or equipment related to the administration of annual ELP assessments.

Questions to Ask When Considering Whether Title III Funds Can be Used Without Violating the Supplement, not Supplant Requirement

1. *What is the instructional program/service provided to all students?*
2. *What does the LEA do to meet Lau requirements?*
3. *What services is the LEA required by other Federal, State, and local laws or regulations to provide?*
4. *Was the program/service previously provided with State, local, and Federal funds?*

Applying for Title III

- <http://www.schools.utah.gov/main/>

Consortium Minimum Qualifications

Districts must have enough ELL students to qualify for a minimum \$10,000 grant or form a consortium with other districts to reach the minimum grant allotment



Consortium

- **If you will be forming a consortium:**
- One of the LEA members must agree to serve as the lead LEA of the
- consortium. The lead LEA (fiscal agent) shall be the sole grantee and shall
- administer the subgrant on behalf of all consortium member LEAs.
- See handout.



SEA/LEA

Required activities

SEA Required and Authorized Activities

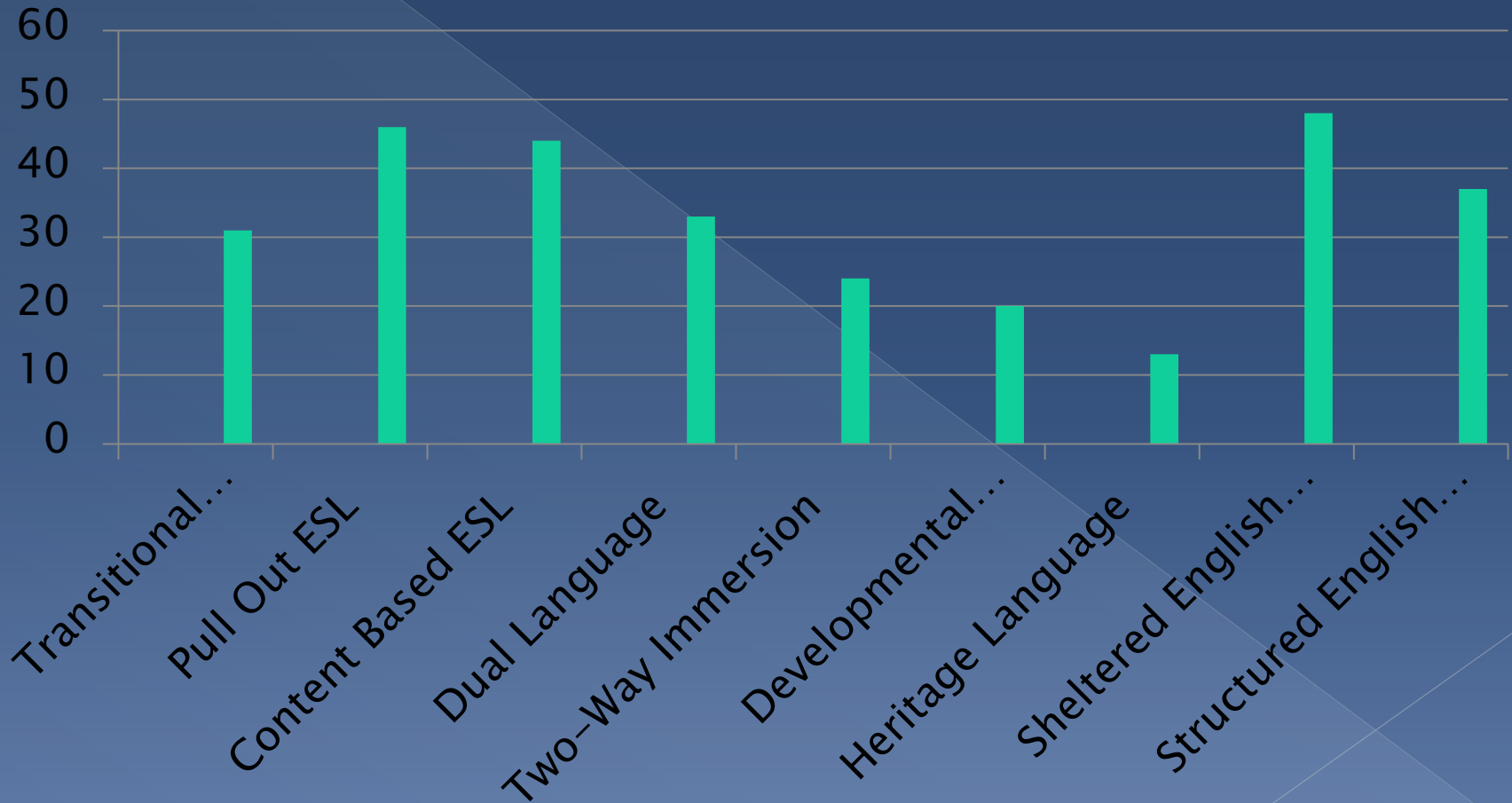
- ⦿ Professional Development
- ⦿ Planning, evaluation, administration, interagency coordination
- ⦿ Technical Assistance

LEA Required Activities

ANY LEA Receiving Title III Must

- **Increase the English proficiency of ELLs by providing scientifically research base language instructional educational program.**
- **Provide high quality professional development.**

Types of Language Instruction Educational Programs Reported by States in the 2007-2008 CSPR



LEAs Choose Instructional LEP Program

- Pull-out is the most commonly used type of language instruction program for LEP students

Other Authorized Activities

- Curricular Materials; Technology
- Intensify Instruction; Support personnel; Tutorials; mentoring; academic or career counseling
- Community Programs/Services
- Parental Involvement/Outreach
- Supplemental Instructional Services
- Family Literacy Services

LEA's Responsibilities

- Identification, Placement, Accommodations, Assessment, Exit Criteria
- AMAOs Targets, Yearly Parental Notification Requirements
- Reapply each year for Title III Funds

LEA's Responsibilities (cont.)

◎ AMAOs Targets

- > AMAO #1 = Students making progress in learning English
- > AMAO #2 = Students attaining English Proficiency
- > AMAO #3 = LEA determination for making Adequate Yearly Progress (AYP) on the Spring CRTs for the ELL subgroup

AMAOs Targets

Accountability Chart:

> Specific separate targets for each of the AMAOs:

- AMAO #1 → Progress → ELP Assessment
- AMAO#2 → Attainment → ELP Assessment
- AMAO#3 → Title I AYP → Content Assessment

Why AMAOs ?

- To measure *student's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards required by section 1111(b)(1).*

Two & Four Years Accountability

**When districts do not meet
AMAOs**

LEA's Requirements if Failing AMAOs for two years in a row

Send AMAO notifications letter to parents no later than 30 days after such failure occurs

A) offer school choice.

B) offer supplemental education services.

C) develop and implement an improvement plan.

LEA's Requirements if Failing AMAOs for four years in a row

Send AMAO notifications letter to parents no later than 30 days after such failure occurs

- A) modify the LEA curriculum, program, and method of instruction
- B) develop and implement an improvement plan
- C) SEA determines whether the LEA should continue to receive Title III funds AND requires the LEA to replace educational personnel relevant to the failure to meet AMAOs.

Title III Parental Notification for Identification & Placement

> *When?*

No later than 30 days after the beginning of the school year

◎ *Enroll during the school year?*

Within the first 2 weeks of placement in a language instruction educational program

> *How often?*

Annually

Parent Notification Requirements

- Parent notification of *Title III Supplemental Programs must take place within 30 days after the beginning of the school year and within 14 days of enrollment within the LEA during the school year .*
- Title III 20 USC 7012 Section 3302 Parental Notifications

Parent Notification Requirements

- *If a child is identified for and placed in a **Title III supplemental program, LEAs must inform parents of the...***
- Identification process; Assessment results and academic status; Method of instruction; How the program will meet the educational strengths and needs of the child

Parent Notification Requirements

- How the program will specifically help the child learn English and meet academic achievement standards for grade promotion and graduation.
- Specific exit requirements, the expected rate of transition into all-English classrooms and, if funds are used at the secondary level, the expected rate of graduation.
- How children with a disability, and those with an individualized education plan, will have their LEP needs met.

ELP Assessment

Annual ELP Assessment

- ✓ All students identified as LEP in the State in grades K-12.
- ✓ Parent refusal

Immigrant Definition

Immigrant children and youth means individuals who

- ✓ are aged 3 through 21
- ✓ were not born in any *State
- ✓ have not been attending one or more schools in any one or more States for more than 3 full academic years.

(Section 3301(6))

How to use Title III funds for immigrant education programs

Purpose is to provide enhanced opportunities for immigrant students; these opportunities may include but are not limited to:

- > Family literacy and parent outreach
- > Additional personnel, including teacher aides
- > Provision of tutorials, mentoring, and counseling
- > Identification and acquisition of materials, software, and technologies
- > Basic instructional services needed by immigrant students
- > Other educational services needed by immigrant students
- > Administrative costs of the program

How are immigrant students included in the immigrant education grant?

In addition to the formula subgrants that LEAs may receive for LEP students under Title III, the State is also authorized to award subgrants to LEAs that experience a significant growth in the enrollment of eligible immigrant students (Title III, Section 3114 (d) (1)).

Services to ELL Students in Private Schools

After timely and meaningful consultation with appropriate private school officials, LEAs receiving Title III funds must provide educational services to LEP children and educational personnel in private schools that are located in the geographic area served by the LEA.

(Section 9501)

ELL Students in Private Schools

To ensure **timely and meaningful consultation**, the LEA must consult with private school officials on such issues as:

- How the LEP children's needs will be identified.
- What services will be offered.
- How, where, and by whom the services will be provided.
- How the services will be assessed and how the results of the assessment will be used to improve services.
- Size and scope of services, & funds available for services.
- How and when the LEA will make decisions about the delivery of services.

(Section 9501)

Are private schools eligible to receive Title III funds?

No, since private schools are not LEAs, they are not eligible to receive Title III funds. However, LEP and immigrant students enrolled in private schools may receive Title III services provided by public schools in their geographical jurisdiction (Title IX, Section 9501). Please see Section C, Private Schools, and Section F, Immigrant Education Program, for additional details on private school participation

REVIEW

If a LEA receives TITLE III, it must:

- Increase student English proficiency.
- Provide professional development.
- May choose among other authorized activities after meeting the requirements of English proficiency and PD.
- Notify parents of a child's TITLE III SUPPLEMENTAL program eligibility.
- LEAs in consortia must enter into a written MOU with the lead LEA and its member LEAs for program

Resources/Websites

- Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)

<http://www2.ed.gov/about/offices/list/oela/index.html>

- The National Clearinghouse for English Language Acquisition

<http://www.ncela.gwu.edu/>

<http://www2.ed.gov/programs/sfgp/index.html>

- Office of Elementary and Secondary Education (OESE)

<http://www2.ed.gov/about/offices/list/oese/index.html>

Questions?

Rita Brock

801 538 7761

rita.brock@schools.utah.gov

Quiz